

FAST FACTS

Private School Programs

Assessment of Private School Title I Students

Student assessment and progress monitoring has become an ongoing process throughout the school year. Title I law echoes this as it requires various assessments happen when participating in a Title I program. The purpose of this document is to outline the assessment requirements and the district's obligation to communicate these results with parents as well as use them to inform the Title I program.

Student Selection

The process of selecting at-risk students for Title I programming involves gathering and reviewing assessment or student performance data. For student selection, the public school district typically works collaboratively with private school officials to determine assessment data that the private school has on hand to determine which students may potentially be eligible to receive Title I services. This collaborative process allows both groups to work together, rather than to re-assess all students in the private school setting.

In the cases where student assessments are given to determine eligibility for Title I programming, the public school district is reminded that the assessments used for student selection cannot be paid for with Title I funds. Not only does this include the actual assessment tool (e.g., DIBELS), it also includes the staff time involved in giving the assessments (e.g., Title I staff).

Progress Monitoring

By law, Title I programs must report each individual student's progress if served in a Title I program. In a Title I private school program, all students participating in the program must be assessed on a regular basis.

It is the responsibility of the district's Title I teacher to monitor the progress of Title I private school students for each child served in the Title I private school program. The purpose of this review is to determine whether students are making gains or if programmatic adjustments need to be made.

At a minimum, each student must be assessed in mathematics and/or reading-language arts, depending on the content area(s) in which Title I services are provided. Title I private school programs also have the option to provide non-instructional student services, such as counseling; however, the students must continue to be progress monitored in mathematics and/or reading-language arts to determine if the services the student received, such as counseling, have improved the academic achievement for the student.

Please note the following regarding progress monitoring:

- Three different assessments must be used to record the progress of all Title I students.
- These assessments may be objective or subjective. For example, the Title I teacher could use narrative progress reports as one assessment criteria.
- A portfolio documenting the progress of each child and showing the three assessments being used must be maintained for each Title I student.
- The assessment results must be reported to parents for each student at least twice a year, preferably more often.
- Different developmentally appropriate assessment tools can be used at each grade level.
- Title I teachers are required to use three assessment measures in reading, and if serving students in math, three math assessment measures.

In addition to assessing the progress of each Title I student, Title I programs are required to provide parents with the assessment results in a written format. This written report is called the "Title I Report Card" or "Title I Progress Report." Ideally, parents should receive frequent feedback on their child's progress. However, the report cards must be distributed, at a minimum of twice a year.

Contact Information

If you have questions regarding this Fast Facts, please contact:

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